REPORT RESUMES

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A COOPERATIVE JOB TRAINING PROGRAM FOR RETARDED YOUTH. PART I, THE ESTABLISHMENT AND OPERATION OF THE COOPERATIVE WORK-STUDY PROGRAM.

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DESCRIPTORS- *COOPERATIVE EDUCATION, *EDUCABLE MENTALLY HANDICAPPED, SPECIAL EDUCATION, *DEMONSTRATION PROJECTS, *VOCATIONAL EDUCATION, PROGRAM DESCRIPTIONS, CONTROL GROUPS, JOB PLACEMENT, INSTRUCTIONAL MATERIALS, *PROGRAM DEVELOPMENT, EXPERIMENTAL GROUPS, GRADE 9, GRADE 10, EVANSVILLE, INDIANA,

A STUDY WAS INITIATED IN 1963 TO (1) DEVELOP A PROGRAM OF VOCATIONAL INSTRUCTION USING THE COOPERATIVE WORK-STUDY METHODOLOGY, (2) TEST THE EFFECTIVENESS OF SUCH PROGRAMS AS A MEANS OF TRAINING AND PLACING RETARDED YOUTH IN JOBS, AND (3) DEVELOP CRITERIA FOR PREDICTING THE SUCCESS OF RETARDED PUPILS IN COOPERATIVE WORK STUDY AND IN EMPLOYMENT. THE POPULATION CONSISTED OF 96 EDUCABLE MENTALLY RETARDED STUDENTS FROM THREE EVANSVILLE, INDIANA HIGH SCHOOLS. RANDOMLY SELECTED CONTROL GROUPS OF 20 AND 17 WERE SELECTED FROM CENTRAL AND BOSSE HIGH SCHOOLS. THE REMAINDER, INCLUDING 13 STUDENTS FROM NORTH HIGH, SERVED AS THE EXPERIMENTAL GROUP. THE CONTROL GROUPS WERE SCHEDULED FOR SOCIAL STUDIES, MATHEMATICS, PHYSICAL EDUCATION, PRACTICAL ARTS, AND STUDY HALL. THE EXPERIMENTAL GROUP WAS SCHEDULED FOR SOCIAL STUDIES, MATHEMATICS, RELATED INFORMATION, AND WORK EXPERIENCE. SOME CONCLUSIONS WERE -- (1) TEACHERS, COORDINATORS, AND EMPLOYERS ATTEST TO GENERAL IMPROVEMENT OF THE GROUP, (2) WITH ADEQUATE PUBLICITY, PERSONAL CONTACTS, AND UNDERSTANDING, EMPLOYERS RESPOND WELL TO THE OPPORTUNITY TO PARTICIPATE, (3) THE PROGRAM HAS BEEN ACCEPTED BY VOCATIONAL EDUCATION ADMINISTRATORS AT THE STATE LEVEL, (4) THE DISCIPLINE FOR WHICH A COORDINATOR IS RECRUITED DOES NOT APPEAR TO BE CRITICAL, (5) SPECIAL INSTRUCTIONAL MATERIALS ARE NECESSARY, AND (6) PROGRESS OF THE TRAINEES APPEARED TO BE SERIOUSLY IMPAIRED BY INTERRUPTION OF THE TRAINING PROCESS. SAMPLES OF FORMS AND INSTRUCTIONAL INFORMATION ARE GIVEN IN THE APPENDIX. PART II OF THE REPORT IS ALSO AVAILABLE (VT 000 840). (EM)

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A COOPERATIVE JOB TRAINING PROGRAM FOR RETARDED YOUTH

Max Eddy, Project Director, Purdue University
John Wolford, Project Supervisor, Evansville, Indiana

PART I

The Establishment and Operation of the Cooperative Work-Study Program

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Purdue University
School of Technology
1966

in cooperation with
Evansville-Vanderburgh School Corporation
Evansville, Indiana

FINAL REPORT OF PROJECT NIMH 1139

VT000839

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PART I

THE ESTABLISHMENT AND OPERATION OF THE COOPERATIVE WORK-STUDY PROGRAM

National Institute of Mental Health Project #1139

Max Eddy

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Purdue University
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1966

Part II of this report is bound separately under the title The Relationship Between Selected Variables and Success of the Retardate in the Cooperative Work-Study Program: An Analysis of Predictive Power.

PREFACE

"For the first time in a long time, I feel like I belong in school." With these simple words and a bashful grin an Evansville, Indiana teen-age youth of low ability puts his verbal stamp of approval on his education. The words were those of just one of 105 high school students participating in an unique Experimental Work-Study Program which may hold a key to one of modern education's greatest problems.

Faced with an ever increasing number of high school students who were failing to achieve in the regular instructional program, Evansville's public school educators pooled problems and ideas in 1960 and set out to develop a pilot program designed to do a better job of meeting this group's individual needs than had been possible in the conventional classroom.

Committees that majored in practice and minored in theory came up with workable suggestions related to identification of students who could profit from such a program, an in-school curriculum, community work-experience possibilities and a minimal amount of record keeping.

When it came to the identification of potential participants, schoolmen circumvented pedagese and operated with complete candor. The student they were interested in helping was the slow-learner, the boy or girl who ranked below that level of intelligence labeled "average." Counselor-developed profiles were utilized to pinpoint IQ, achievement, and teacher evaluation.

As the pieces of the total project began to take shape, educators soon sensed potential and its accompanying problems. Parents needed to understand what the school was attempting to accomplish, the reluctance of some local businessmen to spend valuable time supervising student employees had to be overcome, details relating to labor laws and student insurance had to be arranged, willing teachers had to be recruited, and special high-interest, low-vocabulary materials had to be located.

"Slow but encouraging" was the phrase which best described the progress of this initial program. Educators chose to emphasize "encouraging," and the program continued with minor alterations.

By chance, while visiting in Evansville, Purdue University faculty members became acquainted with the project and indicated interest in exploring the possibility of conducting a higher education research project involving this level of student.

A joint Purdue-Evansville proposal was agreed upon and passed on to the National Institute of Mental Health with an appeal for operating funds. Aided by a nation-wide concern for the dropout, the proposal was accepted and a total of $80,000 was granted for a three-year experiment, "A Cooperative Job Training Program for Retarded Youth."

(Taken from "The Experimental Work-Study Program," Evansville Vanderburgh School Corporation, May 1964 -- the documentary on which the Pacemaker Award of 1964 of the National Education Association, was based. Complete context in Exhibit "B" of this report -- under seperate cover.)

ACKNOWLEDGEMENTS

Those of us who have been closely associated with this demonstration and the allied research approach its end with mixed feelings. It is easy to recount the many frustrations of the early stages and, likewise, the many things undone that we would have liked to accomplish. On the other hand, there's a real sense of satisfaction in that which was achieved. The crowning gratification of the total effort was the obvious success of the project as a demonstration -- the development and operation of which is herein described.

This report is not the product one would have expected in 1962 when the proposal was made. Rather, it encompasses those matters which seem pertinent at the end of a prolonged experiment. The major content is that which should be useful to others who may look to this group for help, or who might want to use our efforts as something of a model. More than anything else, it reflects the concerns of persons interested in developing programs of vocational training for the disadvantaged -- as they have enunciated them to us in asking for early information and materials.

Many persons have contributed to the success of this experiment in occupational training. All cannot be named here. One could not, however, deny credit to Superintendent of Schools, Herbert Erdman, Assistant Superintendent for Curriculum, Hurbert Scott, and Russel Rowen, Director of Vocational Education, all of the Evansville-Vanderburgh School Corporation, Evansville, Indiana, -- along with the numerous counselors, teachers, and administrators in the high schools involved. A special note of thanks is

offered to five very fine, able, and energetic teacher-coordinators of the Evansville system: Kenneth Elmore, Jack Simmons, George Spurlin, Charles Stewart, and George Utley.

The contribution made by certain colleagues at Purdue University in the form of advice and consultation should not be overlooked: Professor N. C. Kephart, Department of Education, Professor Emeritus H. S. Belman, Department of Industrial Education, and Dr. J. J. Patterson, formerly of Department of Education -- representing specialties in mental retardation and special education, vocational education operations and administration, and research design, respectively.

Two research assistants, Jim L. Windle and Zita de la Cruz served faithfully throughout the term of the experiment. Their energy and efforts penetrated so many aspects of the total that they cannot be enumerated here.

A very special commendation is due Mr. John Wolford who throughout this demonstration served as "Project Supervisor." He's the man who "got the job done on the firing line". His keen insight into intrapersonal-organizational relationships, his energy and persistence, coupled with good judgement and administrative know-how proved to be more than adequate for a tough assignment in educational management on the local scene.

And finally, credit goes to the National Institute of Mental Health and its administration for providing funds and other encouragement which enabled a proposed demonstration become a successful reality.

Max Eddy
Project Director, NIMH #1139

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VII. EXHIBITS (under seperate cover)

Exhibit "A", *Guide for Related Work-Study Program*
Exhibit "B", *The Experimental Work-Study Program*

I. BACKGROUND

Response to a Need

The philosophy of the Evansville (Indiana) School Corporation holds that all children and youth should be provided opportunity through education to develop to their highest potential, in order that they might become most effective and productive as citizens in the home, at work, and in community life. Thus, for the past decade, providing for the special educational needs of slow learners and retarded students has been an area of major concern to the Evansville schools.

In an effort to carry out its commission, teachers, counselors and administrative officials have attempted to maintain retarded youth in school for as long as they could profit from the experience. They have encouraged such individuals to matriculate into high school and continue learning. Concurrently, efforts have constantly been directed toward providing special offerings germane to the special needs of such students. Early experience demonstrated that inappropriate opportunities resulted in dropouts, disciplinary problems, and dismissals -- disappointing to all concerned.

In an initial step to upgrade educational opportunities for retarded high school youth, the school corporation in 1959 developed a special curriculum. This curriculum constituted a non-diploma, non-credit track which was planned as a practical program to maintain pupils in school so long as they could profit from the school environment and experiences. It was the general expectation that the program would encourage retarded youth to remain in school until they were old enough to be acceptable in employment, and that they would continue to be instructed in the areas of communications, health and safety, applied arithmetic, family living, and the practical arts. A specific function of the new curriculum was to provide an opportunity for special vocational instruction which would prepare retardates for entry into useful, profitable employment when they did leave school.

How to provide adequate, practical job preparation for these youth soon became a priority problem for solution. After careful consideration, the decision to explore the cooperative work-study approach was made. The basis of this decision was that this approach was highly flexible, had a strong motivational factor, provided a wide breadth of training opportunity, had relatively low financial costs, and provided for concrete experiences in a real employment setting.

Pilot Program in Cooperative Work-Study

During the second semester of the 1960-61 school year, a pilot cooperative work-study program was established in one high school. Twenty students, grades 9 and 10, were selected for this study. A special curriculum, supplemented by related instructional materials considered to be in line with the ability and needs of the students, was utilized. The curriculum for both the ninth and tenth grade students included the following elements: homeroom guidance, social communications (language arts and social studies), applied arithmetic (money management), and work experience. All courses were taught by an experienced teacher who also served as the coordinator of the cooperative work experience activity. As a supplement to the work experience activity, ninth grade students took a practical arts course during both the first and second semesters. The tenth grade students' program included a home arts class (family life education) during the first semester, and a course in health-safety and driver education during the second semester. The students attended classes at school on a half-day schedule and worked the other half of the day at training jobs within the community.

A follow-up study of the pilot effort was conducted by Evansville school personnel; the findings were encouraging. Findings and conclusions were discussed with Dr. Max Eddy, a specialist in cooperative vocational education, Department of Industrial Education, Purdue University. He proposed to the administration of the Evansville schools that certain revisions be made in the program, that it be expanded, and that certain controls be established in order that the cooperative approach might be more adequately tested as a method of training mentally retarded youth for gainful employment. There was agreement on the proposition and an application for a Mental Health Project Grant was made to the National Institutes of Mental Health under the title, "A Cooperative Job Training Program for Retarded Youth."

II. DEMONSTRATION-RESEARCH PROPOSAL

The Problem

Since many retarded youth had experienced successive failure and frustration in their educational endeavors, they dropped out of school when they became sixteen years old. Personal discipline both while in school and on termination posed a significant problem. Generally, such individuals were not capable of finding employment on their own. Public and private placement agencies could not be effective in finding jobs for individuals of low capability who had no pertinent vocational training nor record of successful work experience. Even when the retarded dropout was fortunate enough to find employment, he often lacked the essential attributes to maintain it for a significant length of time.

The problem facing the Evansville public schools is by no means unique. During recent years, the problem of mentally retarded citizens has become a matter of grave concern to the American public. The problems posed by this group have economic, social, and humanitarian aspects -- as well as far-reaching implications for public education. Recent studies have pointed out the quantitative magnitude of the educational task that is required in order to make the retarded individual a useful and productive citizen. Educational experimentations and other recent studies provide evidence that much can be accomplished in habilitating mentally handicapped persons through special education and vocational instruction.

Forecasts of the future work force requirements of the nation indicate that the labor market is becoming less able to absorb persons of low ability and skill levels. The implications of this fact suggest that concentrated efforts must be made to develop mentally retarded persons to their highest potential. Successful efforts will lead to better personal and social adjustment of these individuals and at the same time, enable them to become economic assets in their communities.

Objectives

The content of the Mental Health Project Application was to serve as the primary guide for operation, organization, treatment, and research. This document obligated the project team to direct their efforts toward three major objectives:

a. Develop a program of vocational instruction using the cooperative work-study methodology.

b. Test the effectiveness of the above program as a means of training for and establishing retarded youth in employment.

c. Develop criteria for predicting the success of retarded pupils in cooperative work-study and in employment. *

In order to achieve the above objectives, a series of procedures were anticipated:

a. The establishment of experimental and control groups for purposes of comparison.

b. The comparison of the job success of the experimental and control groups after separating from school, considering types of jobs held, longevity on jobs, job adjustment, reasons for separation from jobs, and earnings.

c. The development of a list of jobs, with descriptions, which were utilized for training purposes.

c. The development of case studies of individual retardates including:

   (1) Reports of home visits, interviews, school record, coordinators' observations and the like.

   (2) Reports concerning social adequacy, physical condition, emotional development, school achievement and level of mental retardation.

---

*Since most students stayed in school far beyond expectations, data was not available to complete success "in employment" at the end of the demonstration period. Thus, the prediction formula developed pertains to success "in cooperative work-study" training only.

- (3) Additional information concerning occupational adjustment (or non-adjustment), occupational proficiency, personal problems, work difficulties, degree of job success, and job placement.
- (4) Assessment of progress in job adjustment, emotional maturation and social development.

e. The development of a method for the prediction of job success of retardates.

f. The development of two major reports:

- (1) A series of case studies. (Agreement was reached that a descriptive report of the demonstration itself would be substituted for this report.)
- (2) Statistical data and prediction formula.

The Population

The population under consideration was to consist of mentally retarded youth (50-79 I.Q.) who were enrolled in the schools of Evansville, Indiana. These youth were to range from 16 to 19 years of age and were to be in a non-credit, non-diploma track or curriculum in their respective high schools. It was anticipated that there would be from 15-20 such youths in each of four high schools.

Treatment

The high schools of Evansville were to offer programs of cooperative work-experience education for the mentally retarded youth who had been identified and placed in a special education track. In most respects, these cooperative programs were to be operated in accordance with the provisions for cooperative vocational education in industrial occupations as set forth in the Indiana State Plan for Vocational Education. It was recognized, however, that types and levels of employment and job-related informational content would have to be adjusted to the needs and abilities of the retardates.

In order to determine the practicality and effectiveness of cooperative work experience as a method of establishing the mentally retarded in productive employment, the vocational progress of two groups of retardates were to be studied and compared. One group (experimental) was to be enrolled in a program of special studies including vocational instruction through cooperative work experience. Each pupil in the experimental group was to receive on-the-job instruction in a semi-skilled occupation, or other job or craft, on a half-day basis. They were also to receive in-school instruction relating to their work and to economic, personal and social problems growing out of employment.

A second group (control) was to consist of pupils from the same general population and was not to receive the cooperative work-experience and other job related instruction treatment.

Proposed Project Schedule

It was initially planned that by the first semester of the 1962-63 school year, two of the Evansville high schools would be operating special vocational training programs for mentally retarded youth. Thus, it was proposed that the demonstration project begin September 1, 1962 and utilize these two programs for pilot purposes in order to refine operational procedures, train project personnel, evaluate training procedures, develop adequate reporting instruments, and the like.

It was also planned that two additional high schools would initiate like programs for retardates in February of 1963. At that time, the project proper was to begin.

For a period of two school years, the experimental group was to undergo the special education treatment. During that period, data for case studies and comparisons of the experimental and control groups were to be compiled. Following this, the follow-up studies were to be concluded and reports completed by January 30, 1965.*

The proposed project schedule, at the time the grant application was submitted, was as follows:

9/1/62 - 1/31/63	Preliminary Arrangements and Pilot Study
2/1/63 - 6/30/63	Experimental Treatment and Data Gathering
7/1/63 - 1/31/64	Experimental Treatment and Data Gathering
2/1/64 - 6/30/64	Experimental Treatment and Data Gathering
7/1/64 - 1/31/65	Experimental Treatment and Data Gathering
2/1/65 - 6/30/65	Follow-up, Treatment of Data and Report Writing

Approval of the Grant Application

The application for the Mental Health Project Grant was delivered to NIMH a few days too late to be considered during the Spring of 1962. Thus, it was held over for consideration by the National Advisory Mental Health Council until November. By letter, dated December 14, 1962, Purdue University was informed that while the proposed project was recommended for approval by the Council, funds would not be available to allow the grant. With this announcement, it was agreed by the Department of Industrial Education at Purdue and the Evansville,

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*Due to a delay in funding, the grant period was adjusted to April 1, 1963 to March 31, 1966.

Indiana School Corporation that the matter would be dropped at that time.

Early in February, 1963, Dr. Eddy was informed by phone by Mr. Herbert Fockler that additional funds had been made available and that the NIMH was interested in the project. A letter from Mr. Edward J. Flynn, dated February 20, 1963, confirmed that the three-year project grant would be made and that the beginning date would be April 1, 1963. Therefore, changes in the above proposed project schedule had to be made.

III. IMPLEMENTATION AND DEVELOPMENT OF DEMONSTRATION PROJECT

Staffing and Organization

The grant from the National Institute of Mental Health was made to Purdue University. It provided approximately $80,000 to support the demonstration and allied research over a period of three years. Dr. Max Eddy, Department of Industrial Education, School of Technology, Purdue University, who developed the proposal, was designated Principal Investigator and Project Director.

On receipt of notification of grant, action was started to assemble staff. Basically, two staffs were required: one was a research-administrative group to be located on the Purdue University campus while the other was an operations staff to be located on-site in the Evansville, Indiana school system -- approximately 200 miles removed from the university. In addition, a group of consultants, consisting of competent professionals in mental retardation, research design, curriculum, and vocational education, were to be named to give advice and direction to the effort. The administrative personnel of Evansville Schools assumed the responsibility for selecting the operations staff; the project director selected the research-administrative staff and the consultants.

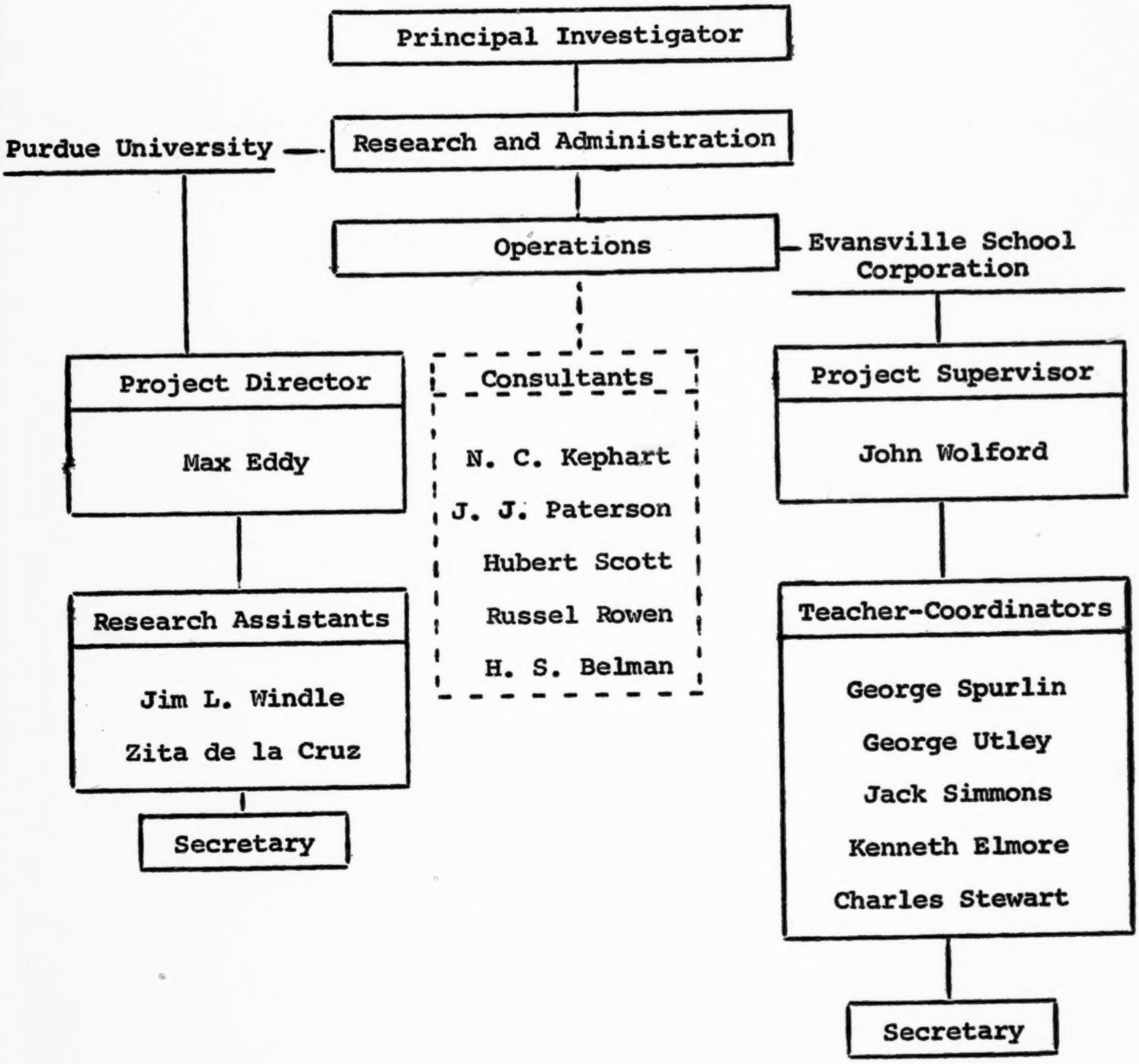
Since the grant was made in April, considerable difficulty was encountered in obtaining staff. However, by July 1963 two research assistants, Jim L. Windle and Zita de la Cruz, and a secretary had joined the research-administrative team at Purdue and at Evansville; John Wolford was employed as Project (operations) Supervisor. During the same period, the consultant group was selected including: Dr. N. C. Kephart, Department of Education, Purdue University (nationally recognized authority in mental retardation and special education); Dr. J. J. Paterson, Department of Education, Purdue University (research design specialist); Professor H. S. Belman, Department of Industrial Education, Purdue University (nationally recognized authority in vocational education); Mr. Hubert Scott, Assistant Superintendent for Instruction, Evansville School Corporation (curriculum specialist); and Mr. Russel J. Rowen, Director of Vocational and Industrial Education, Evansville School Corporation (vocational education administration).

By fall, the Project (operations) Supervisor had selected his staff of teacher-coordinators. The original group included: Mr. George Utley, Bosse High School; Mr. Kenneth Elmore, Mr. Jack Simmons, and Mr. George Spurlin of Central High School; and Mr. Charles Stewart, North High School.

Chart I provides a graphic picture of the staff structure, its organization and working relationships.

CHART I.

PROJECT STAFF ORGANIZATION


Principal Investigator
Research and Administration
Purdue University
Operations
Evansville School Corporation
Project Director
Max Eddy
Consultants
N. C. Kephart
J. J. Paterson
Hubert Scott
Russel Rowen
H. S. Belman
Project Supervisor
John Wolford
Research Assistants
Jim L. Windle
Zita de la Cruz
Secretary
Teacher-Coordinators
George Spurlin
George Utley
Jack Simmons
Kenneth Elmore
Charles Stewart
Secretary

Job Descriptions

The definition of roles and delineation of responsibilities among personnel was considered to be vital to effective production, especially in the situation so complicated by distance. Likewise, the fact that the operational phase was to support a research element, dictated that the research group and operations group would have to relate in a very cooperative manner. Thus, job descriptions were developed for personnel directly involved in the project.

a. The Project Supervisor: The position of Project Supervisor was a full-time administrative assignment in the Evansville School Corporation, the major cost of which was supported by the project grant. The Supervisor was positioned under Director of Vocational Education, Evansville School Corporation. He was directly responsible for the activities of instruction, data gathering, and evaluation as these related to the Project, both in-school and on-the-job. He assisted the Project Director in a broad array of activities relating to the research aspects of the project when contacts were made with pupils, school administrators and staff, coordinators, employers, or others.

Since the Project Supervisor carried the only full-time assignment budgeted in the project grant, and since he was charged with supervising the total on-going program of instruction and with expediting the program of research, his duties were many and diverse. The following represents the original listing of his duties and responsibilities:

1. Arrange schedules for tests and examinations.
2. Arrange for special vocational counseling of the pupils.

3. Review and approve on-the-job training plans.
4. Administer experimental curriculum.
5. Supervise in-school and on-job instruction.
6. Administer the program of data gathering.
7. Assist in the design of evaluation instruments and recording forms.
8. Assist in the interpretation and promotion of the program.
9. Attend advisory committee meetings; assist in preparing agenda.
10. Serve as an expeditor of supplies, facilities, and services.
11. Maintain communications between coordinators, Supervisor of Vocational Education, high school principals, and Project Director.
12. Mediate problems arising in the program when necessary.
13. Collect and compile raw data as required for the use of research team.
14. Conduct follow-up studies of school leavers from both control and experimental groups.
15. Enlist technical assistance from public and private agencies relative to the needs of program operation and development.

b. The Cooperative Education Teacher-Coordinator: The positions, Cooperative Education Teacher-Coordinator, were established to provide for the conduct of the day-to-day operation of the cooperative job-training program. These positions were established and provided total financial support by the Evansville School Corporation. The duties of the Cooperative Education Teacher-Coordinator encompassed all those activities which were germane to effective cooperative vocational education. In addition, teacher coordinators had to assume additional responsibilities which evolved out of the experimental and research aspects of the undertaking. The following is a partial listing of the duties of the teacher-coordinator:

1. Develop on-the-job training opportunities in local business, industrial, and service establishments.
2. Work out training agreements and training plans with cooperating employers and pupils.
3. Cooperate with school guidance personnel in the selection of pupils and in assessing their potential for occupation training.
4. Plan and provide a daily schedule of related instruction relating to the vocational needs of the pupils.
5. Make regular and special supervisory visits to pupils' training stations.
6. Confer with employer-trainers at regular intervals to discuss pupils' job progress and related instruction needs.
7. Coordinate in-school instruction with pupils' on-job experience.
8. Evaluate pupil progress at regular intervals and compile reports as requested by the Project Supervisor.
9. Compile all reports relating to general operation and to the experimental study, including anecdotal reports for case study.
10. Cooperate with the research staff and Project Supervisor in gathering information and data for experimental study.

11. Counsel with individual pupils and employers as problems arise, recording nature of problem and solution.
12. Maintain contact with the parents of the pupils in the program.
13. Assist the Project Supervisor in conducting follow-up studies.
14. Attend meetings of advisory committee and make reports as requested by the Project Supervisor
15. Become acquainted with the purposes, organization, procedures, and the requirements of the demonstration research project.
16. Carry out all the activities required to assure legal employment of trainees.

c. The Research Assistants: The positions of Research Assistant were one-half time assignments established in the Department of Industrial Education, Purdue University. The salaries for these positions were supported in the project grant. The research assistants worked under the direct supervision of the Project Director and provided 20 hours per week of service on a regularly scheduled basis. On occasion, the Research Assistants were required to travel to the project site to perform tasks of testing, interviewing, and data collection. In these cases, reimbursement for travel and per diem was provided by grant funds in accordance with University Policy.

In the main, Research Assistants functioned in the area of special testing, instructional aids, data collection, data organization, report development, analysis of data, and a variety of detail relative to the project development and evaluation procedures. The following represents a partial listing of the duties performed:

1. Administer special tests and inventories as prescribed in project procedures.
2. Assist in the development of curricula, instructional materials, and teaching aids.
3. Assist in the general area of data collection as assigned by the Project Director.
4. Tabulate and organize data gathered by staff.
5. Analyze data for purposes of preliminary study.
6. Serve in the capacity of interviewer, on occasion.
7. Pursue library research and study as assigned by Project Director.
8. Develop special reports under supervision of Project Director.
9. Attend advisory and other staff meetings on request.
10. Become thoroughly acquainted with the project purposes, procedures, organization, and requirements of demonstration research project.
11. Assist in the development and revision of special forms and evaluation devices.

d. Preliminary Activities of the Research Team: Before the demonstration and research could be started, a variety of important developmental activities were required. During fall semester of 1963, the project staff engaged itself in the following array of purposeful activity:

1. Collect and abstract literature on mental retardation: Of major concern in this case was the identification of the retardate, his characteristics which affect vocational training, his special needs and problems, his ability to succeed in competitive work, and appropriate goals for his education. The process also provided valuable information

relating to kinds of jobs available and applicable, problems likely to be encountered, and curriculum content for related study. Some 100 abstracts have been made of articles published in recent professional magazines and periodicals.

2. Contacts and correspondence with other professionals concerned with problems of vocational education of the mentally retarded: Twenty-three separate contacts were made with directors of special MR program, school systems, and rehabilitation services who were involved in work similar in some respects.
3. Visits to project site for conferences, observation of pilot program, investigations of records, selection of personnel and the like.
4. Weekly seminars were conducted for the benefit of research staff; research specialists, the project director, and specialists in mental retardation have served as resource persons. A special training seminar was conducted for the benefit of the coordinator-teacher as a pre-service teacher training activity.
5. Development of data-gathering instruments -- employer evaluation scale, personal data sheets, follow-up forms and others.
6. Contacts with Evansville business, industry and employers to inform and interest them in cooperating in the job training phase of the program. This activity was carried out by the Project Supervisor and teacher-coordinators and other Evansville school personnel.

7. Observation of shelter workshops, Goodwill Industries programs, Vocational Rehabilitation Centers and other special vocational education programs.
8. Contacts with local and regional offices of Wage and Hour and Public Contracts to clarify matters of legal employment and wages.
9. Development of special instructional units to be used in "related study class" for the experimental group. *
10. Establishment of advisory committee and subsequent meeting with them.
11. Identification of population.
12. Establishment of control and experimental samples for research purposes and gaining parental concent for participation in cooperative job training.

Review of Literature

a. Incidence of Retardation: During recent years an effort has been made to interpret the problems of educating the mentally retarded to the American public. The U. S. Department of Health, Education and Welfare estimated that about 3.3 million of the almost 6.0 million retarded Americans were of working age. In addition, 125,000 mentally retarded children are estimated to be born each year in the United States. However, more than 85 per cent of retarded persons in 1963 (12.9 million) have intelligence at the "educable" level and are capable of being trained for certain useful work. (OMAT, 1964) In 1951, 592 mentally retarded persons trained under a federal-state program, increased their total earnings from $35,000 to

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*See exhibit "A."

$922,400 annually. (Hitchcock, 1954)

The caring and training of this group have far reaching implications for public schools. Between 2 to 3 per cent of the total school population are educable retarded; about 75,000 retarded youth terminate school each year. (May, 1960) At the same time, it has been found that many educable retarded youth have the potential of becoming socially useful and economically independent members of society through education and training. From both the economic and humanitarian point of view, this suggests that concentrated efforts must be made to maintain the mentally retarded youth in school and involve them in appropriate learning experiences. The democratic concept of education demands that our schools provide all educable persons with an opportunity to learn and produce at a level limited only by the individual himself.

b. Job Training for the Retarded Youth: There seems to be a consensus of opinion among educators and researchers that vocational education and training is a base requirement in developing retardates to their highest potential. Kelman (1962) pointed out that the fundamental needs of the educable mentally retarded adolescent are the same as those of normal children, one of which is the need for preparation and training for work.

Regardless of the type of agency offering the vocational training (vocational rehabilitation center, school-work program, or day-work program of institutions for the mentally retarded), there is general support in the literature for the supervised on-the-job instruction methodology. (Davies, 1959; Fouracre, 1955; Geisler, 1956; Michael, 1958; Potts, 1952; Syden, 1962.) Fouracre, specifically points out that the school-supervised on-the-job training has a tremendous value since it cannot be assumed that the EMR will move from an artificial, simulated school environment to the traditional production environment with any degree of confidence or success.

Reports from the various states of the nation show that the public schools are not only taking on the responsibilities of training the EMR for employment, but they have developed an inter-organizational liaison with vocational rehabilitation centers, state employment offices, and other community agencies. (USOE, 1959)

Further, jobs are available for the well-trained educable mentally retarded and as the manpower needs of the country increase, a greater utilization of all human resources, including the retarded, should be forthcoming. Engel (1952) stratified in detail unskilled and semi-skilled jobs that the EMR can do and should be sought to do, in relation to their mental age or IQ. Placements are usually in service areas such as food service, janitorial service, general services, and occasionally in the clerical service; light industrial jobs are also known to be available to the educable mentally retarded. (Kolstoe, 1960) Generally, jobs depend upon the nature of the community. For instance, in New York City, educable mentally retarded youth are employed in publishing houses, restaurants, hospitals, garment trades, china and costume jewelry factories, and hotels; while in Hawaii, job openings include cannery work, cane and sugar plantation farm work, fish-boat helpers, garden and yard workers, groundskeeper, sprayers, and the like.

c. Characteristic of the Retarded Youth:

Mental. Chidley (1960) defined the educable mentally retarded (EMR) child as one whose IQ ranges from 50 to 80 and who is so intellectually retarded that it is impossible for him to be educated in a regular classroom. Perhaps, the greatest disability syndrome of the EMR is his inability to perceive the underlying pattern of things and to relate instrumental values to ultimate goals. (Magnifico, 1958) Goldstein and Seigle (1961) reported that their intellectual characteristics follow the same developmental sequence as their normal peers. The difference lies in the rate and degree of development. They apply process of imitation, reasoning, and generalization and to some extent, develop value systems and concepts consistent with social living.

Baker (1953) lists characteristic features in addition to gross mental retardation. Such features are limited powers of association, tendency to stereotype answers, inability to keep unusual instructions in mind, tendency to have concrete rather than abstract abilities, limited powers of reasoning, and visualization.

Physical. Physically, the EMR is closest to his normal peer. His physical capacity, sensory acuity and motor ability in many instances, are very near to normal. (Magnifico, 1958) In a study of motor characteristics, Francis and Rarick (1960) found that on most measures, EMR's are two to four years behind the age norm of children in general. There seems to be some correspondence between lowness of IQ and size, (Baker, 1953) but this cannot be considered a valid criterion for identification purposes.

Generally, it appears that the EMR is a poorer physical specimen, somewhat inferior in size and weight as compared to his normal peer. (Goldstein and Seigle, 1961) Baker, however, warns us that poor teeth, shorter height, and other physical deviations do not necessarily imply mental retardation, but that the EMR is likely to manifest two or more abnormalities per child. For example, when delayed talking and walking are not caused by speech defects and orthopedic conditions respectively, they are most likely to be additional symptoms of mental backwardness.

In addition, slow learning may be manifested by poor coordination and lack of flexibility and adaptability. (Kelly and Stevens, 1950) It should be noted, however, that the EMR can compete more successfully with normal students in concrete tasks rather than abstract ones. (Garrison and Fores, 1959) Although EMR's are found to be generally two to four years behind the age norms of normal children, (Francis and Rarick, 1960) the higher mental retardates are able to respond differentially to variations of incentive conditions.

Social and Emotional. The Peckham study illustrates the social and emotional problems of the EMR's, especially in relation to employment. His lack of social and vocational sophistication seem to fit the EMR into the role of a scapegoat or a "rube" in the work groups. The EMR does not possess the ability to discriminate in subtle social situations; has a weakened drive to pursue tasks to conclusions; has difficulty in initiating, developing, and maintaining friendships, and are met with more frustrations than his normal peers. (Wrightstone, et al, 1950; Magnifico, 1958; Kirk, 1962) Thus, he is likely to find himself lost in the midst of unreceptive, indifferent work groups.

It appears the EMR's with apparent social and emotional inadequacies find it harder to succeed on the job than those having only mental or physical impairment per se. (Garrett, 1955) Their social adjustment is probably more important in job success than intelligence. (Engel, 1952) Collmann and Newlynn (1956) in their study of the employment of EMR's in England, reported that employer's reasons for EMR failures related to defects of character (52%), inefficiency (22%), and temperamental instability (10%). Furthermore, Delph (1957), in his study of 200 adolescent retardates (IQ range 26-83), found that the subjects failed for the same reasons that normal people do -- poor habits, lack of personal attributes, adjustment problems or lack of interest and motivation. Similarly, Kirk and Peckham found that the mentally retarded do not lose their jobs because of inability to do the task required; rather, the basic reasons for dismissal were either of a social or personal nature.

Probably due to the variety of inadequacies and frustrations, retardates develop defense mechanisms and habits which impede their vocational adjustment. In her study of the vocational adjustment of institutionalized EMR's, Obrien (1952) found such obstructing behavior as temper exhibitions, anti-social behaviors, excessive worrying, hyper-sensitivity, displeasing hygiene habits, excessive chattering, and inordinate timidity. Several studies have shown that if an EMR is relatively free of emotional, social, and severe physical handicaps and if he has had good training and counselling, he is not only capable of learning a large number of job skills, but he may also achieve real proficiency as a productive worker.

It is, therefore, important that the EMR be placed on a job he can do; and that he conceives his job as important as anyone elses. Thus, he can conceive himself as a person of importance and value. If he can be taught to see his work as an important part in the total plan, he then will be a satisfied worker. (Engel, 1952)

Motivation. Bailer and Cromwell (1960) report that motivational development is directly related to both intellectual and social-physical maturation. Their study was based on Rosensweig's previous study of the effect of success and failure upon the repetition of a task. Rue and Cromwell, using normal and EMR's found similar results as did Rosensweig -- that those having lower M.A.'s tended to repeat those tasks at which they have been successful.

A study by Zigler and Unell indicated that both the normal and mentally retarded switch readily from one sorting principle to the other when a tangible rather than an intangible reinforcer was used. Cromwell (1961) found that the balance of reinforcement should be in a positive direction rather than the negative if the child is to develop goal-directed or "approach" behavior rather than avoidant, defensive behavior. For the greater effect, he found that reinforcement must be immediate rather than deferred.

Population Identification, Selection, and Grouping Procedures

a. Criteria for Population Identification: In order to identify the mentally retarded pupils without the benefit of an individual intelligence testing program, four basic criteria were utilized:

Standardized IQ Test Scores. For the most part, group intelligence tests (Otis Mental Ability) had been administered to all pupils at regular intervals. All pupils having two measures of 79 IQ or below out of the three most recent tests were considered in the MR population as a preliminary assessment.

Achievement Test Scores. In almost every case, pupils had taken achievement tests at regular intervals. As a general pattern, it was assumed that an individual who achieved above grade level 6.5 during his eighth grade in either reading or arithmetic achievement was not truly mentally retarded -- and the group IQ, in this case, was not accurate.

Grades. Since the research population at the beginning of the experimental operation consisted of persons already in high school for some time, their grades in courses completed were a matter of record. Grades earned were utilized in an effort to validate standardized measures. Those who had a significant number of A or B grades were considered suspect in terms of belonging to the population.

Teacher Appraisal. It was assumed that all three of the previous elements might be affected by a variety of extraneous elements other than mental retardation. Therefore, each pupil's high school teachers were asked to make a judgment relating to the validity of the measured IQ, achievement, and other factors.

b. Selection Procedure: The following procedure was utilized for the collection of the above information:

1. The freshman and sophomore counselors of each of the three high schools became a part of the research team in this effort.
2. A standard information form (see Appendix "A", Page 56) was devised in order to compile all information pertinent

to a particular pupil on one card including:

(a) General information (minimal)

(b) Most recent IQ test scores

(c) Most recent achievement test scores (Stanford)

(d) Listing of high school grades

(e) Assessment of pupils by high school teachers

3. Items 2(a) - (d) above were recorded by the Project Supervisor, Project Director, and Research Assistants.
4. The activity of 2(e) above was handled by personal interview with the selected teachers and was conducted by the Project Supervisor. (Information pertinent to other aspects of the experiment was also derived during this interview.)

When all information on the possible population had been gathered, the selection committee, composed of the Project Director, Project Supervisor, Educational Research Consultant, and Research Assistants, determined which cases were in the research population.

Resulting from the above procedure, 143 pupils were identified as prospects for the training project. They were distributed among the high schools as follows:

Central High School	61
Bosse High School	47
North High School	16
Central High School (pilot program. . .	19

c. Grouping Procedure: On the basis of the above distribution, it was decided that both an experimental and a control group could be established at Central and Bosse, while the group at North would support only an experimental treatment group. It was also decided that the group at Central that had been involved in the Pilot Study Program for the past two semesters, would not be included in the study population since their treatment had not been identical to that which had finally been approved for the project.

Parental Permission. After the EMR population had been identified, the parents of the pupils were informed about the new program and their permission sought to allow their child to participate. Each parent was contacted by letter (see Appendix "B", page 57), for the purpose of explaining the special training opportunity which was available to their child. Both the experimental and control treatment were identified as "special" programs in order that the parents might look upon either as being worthwhile, leaving the school in a position to assign pupils randomly to the particular treatment groups. As a result of the letter, followed by personal contact in case of negative reply, 96 were left in the population: Central, 49; Bosse, 34; and North, 13.

Random Sampling. A table of random numbers was utilized to establish the experimental and control groups at Central and Bosse high schools. At Central, there was 20 cases in each treatment group; the remainder was used as alternates to fill in vacancies created by withdrawals. Bosse had 17 cases in each group. There were 13 persons in the North High School group, all receiving the experimental treatment.

The first control and experimental programs began operation as of the second semester of the 1963-64 school year.

Treatment Plan

As previously indicated, random selection of cases from the research population was used to provide groups, experimental and control, which were similar in a broad array of variables. The educational experiences were likewise similar, in that both treatments were directed toward the same goals. Thus, it was determined that certain general courses were to be a common education experience for all members of the research groups, with the major variation appearing only in the type of experience during that part of the school day which was directed toward the development of practical work-a-day skills and job adjustment.

Since the control group had to be provided a sound in-school program of instruction which had emphasis upon the economic aspects of life, in order to provide an effective base for comparison, it was agreed that the control group would be enrolled in two "practical arts" courses. This usually took the form of two shop classes in the case of boys. Girls were enrolled in two homemaking classes as a general pattern, but were also allowed to use business education courses in certain instances or some combinations of courses from the areas of shop, homemaking, and/or business education. Boys were allowed to use this latter alternative in certain cases where justification could be presented.

This, the general treatment pattern of the two groups was as follows:

CONTROL		EXPERIMENTAL	
Social Studies	AA	Social Studies	AA
Math	AA	Math	AA
PE		Rel. Class	This actually constitutes an experimental treatment. It is basically the cooperative work-study approach which has been a common method of vocational training for some 30 years. Only those adjustments made necessary by the ability of pupils were made in the procedures.
Shop or other practical arts subject		Work Experience	
Shop		Work Experience	
Study Hall		Work Experience	

In instances where scheduling permitted, the experimental group and the control group were integrated in the special (AA)* general classes, social studies, and mathematics. Where this was not possible, they generally had the same teachers and/or were exposed to identical content which was presented in basically the same way.

The control groups were taught to make use of the services and placement facilities of the Indiana Employment Service and of similar services provided by the Evansville schools. Shop instructors and other practical arts teachers counseled with the students in an effort to assist them to assess their practical skills in terms of future employment. At the same time, they tried to help the student gain an understanding of his practical limitations related to future employment and level of employment.

Development of Instructional Materials

a. Related Study Guide: Research over the years, delving into the reasons for worker dismissals, has definitely established unacceptable personal-social traits as the major offender -- much more so than the inability to perform work tasks effectively. The systematic approach to vocational preparation with normal youth and adults has traditionally included "the development of personal-social traits necessary for job adjustment and job success" along with the "development of manipulative job skills" and the "gaining of technical information necessary for intelligent job judgments and performance" as the minimum categories of concern in occupational training. Literature on the preparation of the retarded for work effectively points up the importance of emphasizing personal attributes and behavior in job training efforts. Therefore, the project staff proceeded to develop a guide for the use of teacher coordinators in their classroom instruction.

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*Courses in lowest level track.

The content and units in the study guide were based upon previous research of the Project Director, the General Related Study Guide for Cooperative Occupational Education distributed by the University of Missouri, and the review of literature in the field of mental retardation.

The original units were developed by the research-administrative staff; were reviewed and supplemented by the operations staff; and, finally, were revised on an empirical basis by the operations staff. The final version of the units appears as Exhibit "A" of this report, a separate publication. *

b. Supplementary Material: The General Related Study Guide was supplemented by the Rochester Occupational Reading Series, which was purchased from Science Research Associates, Chicago. This series contains textbooks and exercise workbooks which are written at three different reading ability levels.

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*This study guide is produced by the Evansville-Vanderburgh School Corporation, Evansville, Indiana and is available from that source.

Films, film strips, guest speakers, and supplementary activities were also recommended for use in conjunction with the study guide and reading series.

Operational Principles and Criteria Established

a. Selectiveness: There are three selections to be made in the establishment and operation of a cooperative job-training program that are critical: the students to be trained, the teacher-coordinator to direct and supervise the training process, and the employing agencies which provide the job-training opportunity through part-time employment. It is generally held by seasoned vocational educators that when high standards and valid criteria are applied in making these selections, a program may well succeed -- if not, the program is doomed to failure. Experience has effectively borne out this theory.

Student-learners. To be candid, it must be conceded that prospects for success in a program operated for the benefit of the educable and functionally retarded was not especially promising. One principle of selection is discarded by the definition of the subjects involved and that commitment is "take all comers." In fact, few, if any, of the pupils would have been acceptable in the "run-of-the-mill" or better high school cooperative vocational program as operated in Indiana high schools. Thus, it was deemed prudent that unusual care should be taken in selecting teacher-coordinators and employing agencies.

Teacher-coordinators. In identifying teacher-coordinator prospects, candidates were evaluated by the criteria:

1. He must be an experienced, resourceful, and dedicated teacher.
2. He must have a high level of empathy for the mentally retarded and disadvantaged youth.

3. He must have had contact with business and industry as a wage earning employee.
4. He must have a strong sense of mission pertinent to program purposes.
5. He must possess a high energy level.

Training Agencies. Since the training job is the vehicle for teaching job skills and the setting for job adjustment, it was decided that utmost care should be used in the selection of training agencies. This was agreed upon in face of the fact that the raw material offered for employment and training might not be considered a good risk under typical circumstances. The following principles were established and used as a guide in the selection of training agencies on:

1. The establishment has ample facilities, production and trained personnel to provide job instruction on a continuous basis.
2. The moral standards and expectations of the establishment are acceptably high.
3. Stable labor-management relations exist.
4. The agency has an interest in being a part of the special program, and is willing to accept partnership with the school in the training job to be done.
5. The health and safety of the student-learner will not be unduly endangered by the nature of the work nor the condition of the work area.
6. The agency is willing to commit itself to an organized series of work experience through part-time employment of a retarded youth.

7. The trainee will be assigned to a competent adult worker or workers for instruction in work tasks and supervision in productive work.
8. The employer and job trainer will assist the teacher-coordinator in evaluating student progress and will confer with him as problems arise out of the work setting.
9. The employer will agree to assist the teacher-coordinator in the identification of subject matter, instructional topics and units, and problem areas which should be included in related study classes or handled through individual counseling.

b. Safeguards: In order to assure harmonious school-community relations and legal employment of students, the following standards were established:

1. All student-learners must obtain a social security number and obtain a work permit.
2. Each training station will be inspected by a representative of the Women's and Children's Division, Indiana Department of Labor to assess the conditions of work and safety factors as these relate to the employment of minors.
3. A student-learner may not be placed in a situation where his employment will displace a full-time or adult worker.
4. Student-learners may not be trained under circumstances contrary to existing labor management agreements.
5. All student-learners will be employed as part-time trainees and will be paid an appropriate monetary wage.
6. Whenever possible, the final selection of a student to be employed for training purposes will be made by the employers from two or more students recommended by the teacher coordinator.

c. Other Principles for Program Installation and Operation: Along with selectiveness and safeguards enumerated above, other principles were established to enhance program success. In the main, these principles reflect successful practices in cooperative programs offered as a part of the regular high school effort in vocational education.

1. The logic of a program in a particular high school should be established by a survey of pupil needs and training opportunity.
2. Adequate funds should be provided in the schools budget to provide needed special equipment, supplies, and instructional materials.
3. An advisory committee consisting of representatives of employers, employees, school personnel and parents should be established for consultation on matters of program scope, direction, standards, public relations, and evaluation.
4. The faculty, counselors, and clientelle of the school should be informed about the program, its functions, and its methodology.
5. A strong program of vocational counseling must be provided for program prospects making full utilization of the professional guidance staff of the school.
6. A schedule of training should be developed cooperatively by the teacher-coordinator and the training agency prior to the placement of a student-learner on a particular job.
7. A training agreement, preferably in writing, (see Appendix "C" page 28) should be consumated in order that all parties

involved understand all elements of the cooperative relationship.

8. All student-learners should be enrolled in a related study class, meeting on a daily scheduled basis, in order that instruction may be provided that will help them adjust to the personal, social, and economic elements of work life.
9. The coordinator should visit the students at work (see Appendix "D", page 59) on a regular schedule; he should also become acquainted with the home life situation of each student-learner.
10. Each student-learner's progress toward work competency should be assessed regularly by the employer and the teacher coordinator.
11. A continuing follow-up study of cooperatively trained persons should be maintained by the school.
12. Provisions should be made to continue occupational training through the summer months, including related study, individual counseling, and supervision by the school.

Training Jobs and Cooperating Agencies

In view of the large number of individuals involved in job training through part-time employment, it would not appear to be feasible to attempt to describe in detail each of the jobs. Actually, the number of students and the diversity of jobs and employers continues to expand, literally, as the months pass by.

In general, the training jobs are basically low to semi-skilled in terms of level and the large majority of them relate to sales and services. This, of course, mighttwell have been anticipated considering the fact that sales and services represent an expanding area of work opportunity in an expanding labor market, and also considering the fact that jobs in this area are not necessarily discrete in their requirements, but can, in many instances, be leveled and limited around the abilities of the individual. Truly, such was the case in almost every instance where a successful situation emerged.

a. Jobs and their nature: The following is a listing of jobs by title and a very brief description of the major work activities of the trainee involved. These are the jobs that provided training for the initial groups in the demonstration project.

Dishwasher (Restaurant) - Preparing soiled dishes for automatic dishwasher, operating the washer, removing clean dishes, stacking dishes, and inspecting.

Fry Cook - Receiving orders, frying meats, potatoes, preparing sandwiches, and making salads.

Marker - Opening of shipping boxes, examining merchandise, placing correct price on merchandise, placing clothes on hangers and shoes in boxes.

Key Maker (Discount Store) - Selecting correct key blank and making keys; checking of customer packages; operating soft drink counter.

Fountain Clerk - Waiting on tables, taking orders, serving food and drinks, operating cash register, making change, mixing soft drinks, preparing sandwiches.

Service Department Helper (New and Used Car Sales) - Vacuuming floors, dumping trash, cleaning interior and exterior of cars, preparing undercoat equipment, masking chrome, applying undercoat to cars.

Custodian (New and Used Car Sales) - Cleaning floors and windows, waxing floors, keeping showroom tidy.

Custodian Helper (Hospital) - Vacuuming floors and stairs, polishing floors, mowing lawn, trimming lawn and bushes.

Courtesy Clerk - Sacking groceries, carrying out groceries, dust mopping floor, assisting in stocking shelves.

Clerk and Kitchen Helper - Writing orders; frying hamburgers and potatoes, preparing sandwiches; operating cash register; making changes.

Meat Cutters Helper - Wrapping meat; keeping meat case full; cleaning meat cutting machinery.

Bus Boy - Placing napkins, plates and silver on tables; refilling water glasses, removing soiled dishes, changing table linens.

Courtesy Clerk (Retail Grocery) - Sacking and carrying out gorceries.

Pop Corn Machine Operator - Popping and selling pop corn; maintaining and cleaning machine and utensils.

Cafeteria Waitress - Serving salads, desserts and drinks; stocking serving table.

Kitchen Helper - Preparing soiled dishes for dishwasher, operating dishwasher; washing pots and pans, stacking clean dishes.

Bus Girl - Bussing tables and preparing soiled dishes for dishwasher, cleaning chairs, replacing soiled linens.

Dishwasher (Restaurant) - Washing and drying pots, pans, and dishes by hand.

Stock Boy (Retail Grocery) - Sorting and stacking soft drink bottles; stocking shelves; stamping price on merchanidse; sacking and carrying out groceries.

Light Housekeeper - Washing and drying dishes, washing clothing, ironing, keeping house tidy.

Laundry Helper (Hospital) - Folding clean laundry and placing in correct order, packaging clean laundry.

Clerk (Discount Store) - Maintaining neat shelves, assisting customers.

Car Washer - Washing and drying cars.

Porter - Mopping floors, cleaning windows and emptying trash, keeping premises neat and tidy.

Custodian and General Helper - Unloading potatoes from trucks.

General Helper (TV-Radio Sales and Repair) - Cleaning windows, sweeping floors; loading and unloading delivery truck.

Stock Boy - Sweeping and mopping floors; sealing and wrapping packages, delivering packages; assembling toys; storing toys.

General Helper (Garden Center) - Unpacking and assembling grills; watering plants; putting purchases in box and carrying them out for customer.

Laundry Worker and Custodian - Sweeping floors, cleaning locker rooms; operating washing machine, operating dryer, washing towels, folding and storing towels.

Garage Helper - Washing trucks; sweeping garage floor; loading and unloading signs from trucks.

Library Helper (Evansville School Reading Center) - Selecting books which require tabs; operating glue machine; placing glued tabs in book; placing books in correct boxes and then sealing boxes; selecting and placing books in correct location on shelves.

Parts Helper (New and Used Car Sales Service) - Dusting interior and exterior of cars; sweeping and mopping floors; opening shipments of auto parts, sorting and placing them on shelves.

Waitress - Greeting customers; taking orders; adding cost; bussing dishes; operating cash register.

House Girl and Baby Sitter - Washing dishes; cleaning house; watching children.

Matron (Sheltered Workshop) - Sweeping floors; washing windows, maintaining tidy rest rooms.

General Helper (Service Glass Co.) - Sorting automobile glass; sorting, wrapping, stamping and taking mail to post office; sweeping floor.

Book Mender (Public Library) - Cleaning and repairing books.

Clean-up Girl - Cleaning merchanidse; placing displays in store windows; sorting mail.

Lot Boy (New and Used Car Sales and Service) - Cleaning car interior, washing and waxing cars, parking cars on display lot.

Custodian and Service Helper (Laundry Service) - Removing clothing from laundry bags and sorting them; sweeping floor.

Store Clerk - Sorting, folding, and placing clothing in counters and bins; keeping counters clean and neat.

Greenhouse Helper - Distributing flowers for planting general cleaning of greenhouse.

b. *Types of Cooperating Employers*: The job descriptions suggest the kind of business and industrial establishments involved in provided cooperative job training. The following listing is provided to indicate the variety of establishments, by type, which were originally recruited into the demonstration program activities. Other types of agencies are becoming involved as additional schools are taking up the cooperative job training effort.

Auto Sales Agencies
Auto Glass Company
Auto Parts Sales
Auto Tune-up and Maintenance Spec.
Beverage Bottling Company
Car Wash (Automatic)
Department Stores
Discount Stores
Drive-in Restaurants
Drug Stores
Dry Cleaners
Flower Shop
Furniture Store
Garden Center
Greenhouse
Hospitals
Laundry
Library (Public)
Library (School)
Lumber Yard
Meat Market
Municipal Garage
Newspaper
Potato Chip Factory
Private Home
Public Cafeteria
Restaurants & Cafes
Retail Grocery Store
Salvation Army
School Cafeterias
School Athletic Department
Service Station
Sheltered Workshop
Sporting Goods Store
TV Sales and Repair
Tire and Brake Shop
Upholstery Shop
Used Car Sales
Warehouse

c. *Wages Earned by Student-Learners*: In the process of developing the demonstration program, it was an accepted premise that the student-learners should be paid for the work performed on their training jobs. Paying students did not appear to cause any problem with employers, rather it raised the question, "how much?"

Since there is no minimum wage law in the state of Indiana, and since relatively few of the establishments involved in the program were affected by Wage-Hour Act minimums, the question was one to be settled by reason and mutual agreement.

It was fully agreed among the demonstration staff and employers alike, that the student-learners should not be exploited. Likewise, it was agreed that employers should not have to pay more than was commensurate with the ability of the student to produce and the level of tasks performed as they contributed to the earnings of the establishment. The employer, then, knowing the assignment and its contribution and having knowledge of the student being considered would suggest a wage level to the coordinator. The coordinator agreeing, an offer would be made to the student, during a job interview, for his consideration. It was generally felt that this plan worked well.

There was also general agreement that the beginning wage should be considered as such and that a review of rate should be made on a regular schedule. This would provide opportunity for adjustments where such were indicated. The data below provides evidence that adjustments were made from the outset as experience dictated its advisability. The data of the eleven students in the experimental group who remained on their original training job throughout the first calender year of operation.

STUDENTS STAYING WITH FIRST JOB
1/64 - 1/65

Hourly Wage	Beginning Wage	Wage at End of Year
$ .40 - .49	1	0
.50 - .59	0	0
.60 - .69	8	1
.70 - .79	2	1
.80 - .89	0	5
.90 - .99	0	2
1.00 - 1.09	0	2
1.10 - 1.19	0	0
	M = 61.4 Md = 60.0 Range 45 - 75 N = 11	M = 83.6 Md = 80.0 Range 60 - 100 N = 11

It is interesting to note that the mean hourly wage increase 22.2 cents for the eleven persons who remained on their first job throughout the first year. Only one of these individuals failed to receive an increase.

Ten students of the beginning group changed jobs during the course of their first year. In the great majority of cases they improved their earnings level by the end of the first year. Changes were due to a variety of circumstances: lack of student interest, inability of student to do the work required, dissatisfaction of employer, student, or coordinator, with outcomes.

STUDENTS CHANGING JOBS
1/64 - 1/65

Hourly Wage	1st Job	2nd Job
$ .40 - .49	1	1
.50 - .59	2	0
.60 - .69	4	3
.70 - .79	3	3
.80 - .89	0	0
.90 - .99	0	0
1.00 - 1.09	0	2
1.10 - 1.19	0	1
	M = 61.0	M = 76.5
	Md = 60.0	Md = 72.5
	Range 45 - 75	Range 45 - 1.15
	N = 10	N = 10

In the course of changing training stations, two learners received less pay, two were at the same level and six were earning more at the end of one year. Regardless of what transpired with particular individuals, the group wage average at time of entry into job training was $.66 per hour for the group. At the end of the first year of operation, the group average was $.79 per hour with respective median wages per hour of $.60 and $.78.

IV. RESULTS AND DISCUSSION

Of first priority among the objectives of this project was the development of a program of vocational instruction utilizing the cooperative work-study methodology. Among the total objectives, this is the one which was achieved to our greatest satisfaction. The remainder of this chapter is a presentation and discussion of certain observations and conclusions resulting from the demonstration experience, representing a concensus of agreement among the Purdue staff and Evansville school personnel most intimately involved and concerned.

1. With only minor adjustments, the cooperative work-study method (which has long been a popular vocational education approach) was an effective instructional approach for retarded or slow learning students. The needed changes related to scaling down the job level to that which was appropriate for the individuals concerned. Non-complex, service jobs and simple production and distributive assignments offered a breadth of training opportunity for such students.
2. Since most training jobs were relatively simple to perform and did not require the application of technical information, emphasis in "related" instruction was placed upon content designed to assist the student adjust to and become acceptable in the competitive work setting. This material had general application to the total group of students and was handled, in the main, in group sessions. The degree to which the students responded to this effort, (supplemented as it was by

the work-earning experience) was most marked and gratifying. Teachers, coordinators, employers, and others attest to the general improvement in cleanliness, grooming, dress, courtesy, attitude and bearing in the group in general.

3. Earning money and financial independence were prime motivation for teenage retardates. They generally responded well to efforts to assist them in using earning effectively. Although encouragement to budget income was not generally acceptable, systematic savings for a definite purpose received favorable consideration. Cars, clothes, food, and entertainment claimed heavily on their earnings.
4. With adequate publicity, personal contacts, and understanding, employers respond well to the opportunity to become a partner in the education and vocational training of retarded and slow-learning youth. Within six weeks after the beginning of program operation 69 students were employed for training purposes in Evansville. After two years of operation, 125 such students were working at training jobs, with employment opportunities available for even more!
5. Interest in and the obvious success and contribution of the demonstration program has served as a catalyst for additional improvement in the educational offerings for retarded youth. In fact, there has been a completely revised 4-year program devised for low ability youth in the Evansville schools. The revision includes a 2-year

sequence of practical laboratory-shop instruction (Practical Vocational Experience), the purpose of which is to prepare students for entering the cooperative work-study program, plus the cooperative work-study program as demonstrated. See Appendix "E" page

6. The Evansville program has served as an inspiration and as a model for several other school districts in the state. Visitors in neighboring communities and states have been encouraged to visit Evansville in order to observe and discuss the demonstration program. Response has been gratifying.
7. The official attitude of the administration of vocational education at the state level has made a direct change. At the time the investigator was getting the program started, he was discouraged from "wasting his time" by certain state officials. As of the present, this program is accepted as a bona fide vocational effort and the Evansville School Corporation receives reimbursement for the coordinators salaries as it does for other "vocational education" teachers. Other communities are likewise being encouraged to establish such programs as a part of their vocational education offering.
8. The demonstration project has brought national attention to the Evansville schools in terms of recognition. In 1964, Evansville School Corporation received one of eight PACEMAKER AWARDS made by the National Education Association (NEA).

9. The discipline from which a coordinator is recruited does not appear to be critical so long as adequate pre-service and in-service is provided along with careful supervision. The coordinators involved in the program to date were trained as teachers from one of the following: Industrial Arts, special education, social studies. It must be concluded that more important than previous substantive experience is empathy, creativeness as a teacher, a sense of mission, a high energy level, and dedication to serve disadvantaged individuals.

10. Special instructional materials are necessary in order to provide adequate related classroom instruction. Most areas of content covered in the "General Related Study Guide" used in typical cooperative work-study programs are pertinent. Reading level, however, must be adjusted appropriately and certain supplementary materials must be added. (Exhibit "A")

11. When provided a feasible program (at a suitable level and which encompasses valid student objectives) retarded and slow learning pupils will continue in high school to learn and to associate with their peer group. In fact, so few of the cases in the control and experimental groups have left school (compared to previous experience and as anticipated) that the major research effort planned could not be conducted.

12. Opportunity for individual counseling on the part of the coordinator and special consideration from the employer-trainer is very essential for student success. Reac-

tions and standards of conduct which may be taken for granted with average and above average students in a similar setting often fail to materialize in this population. Individual help and counseling on the part of coordinator and employer are frequently needed.

13. General concensus is that high school teachers and counselors alike have been heartened by the results of the demonstration. Their attitude toward the slow learning and retarded youth has made a positive turn as it relates to individual worth.
14. A variety of special instructional materials, teaching outlines, personnel instruments, and the printed matter have been developed which may be useful to other schools interested in such a program. (See appendices)
15. Progress of the trainees appeared to be seriously impaired by interuption of the training process. It was found that continuous employment, including the summer months, was most desirable in order to maintain the continuity of the training sequence and the interest on the part of both the students and their employers.

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APPENDICES

APPENDIX "A"

Student Data Sheet
and
Teacher Evaluation

STUDENT DATA SHEET

Full Name: Birthdate: Sex: Grade:
Living With:
Address:
Average Grade: Last Year This Year Times Tardy Absent Truant
Physical Condition: Years In Sp. Ed. if any)
In/Out School Work Exp: (specify) Date: Course Grades: I. A. H. E.

*GROUP INTELLIGENCE TESTS

Date Given	Test & Form	Grade	CA	MA	IQ

*ACHIEVEMENT TESTS

Date Given	Test & Form	Grade	Rdg	Arith	S. S.	Sci.

*INDIVIDUAL INTELLIGENCE TESTS

Name & Form	Date	I. Q. and Notes (Results)	Examiner

OTHER PERTINENT INFORMATION:

TEACHER EVALUATION

Teacher-Subject	Cooperation					Adjustment					Friendliness					Coordination					Organization					Maturity				
	U	VL	L	A	H	U	VL	L	A	H	U	VL	L	A	H	U	VL	L	A	H	U	VL	L	A	H	U	VL	L	A	H
1.																														
2.																														
3.																														
4.																														
5.																														
assessment																														

Teacher-Subject	Validity, IQ					Success In W-S				
	U	VL	L	A	H	U	VL	L	A	H
1.										
2.										
3.										
4.										
5.										
assessment										

Code
Each symbol denotes a degree:
H- high
A- average
L- low
VL- very low
U- undecided

Special Abilities Or Aptitudes	Emotional Or Physical Problems	Remarks or Observations
1. *		
2.		
3.		
4.		
5.		

* Refers to Teacher above.

APPENDIX "B"

Letter to Parents

Dear

In the Evansville-Vanderburgh School Corporation, we are trying constantly to meet the needs of all our students. This is difficult at times because each student has a different need. However, there are students who come to our attention because they have many low or failing grades. If these students react as many have in the past, we know that a large number of this group will withdraw from school soon after reaching age 16.

We have a plan which we believe will help these students. During the past three years, we have had in operation an experimental program with a small group of students. In fact, due to the success of this program, and with the help of Purdue University, we are continuing and expanding the experimental program so that approximately 120 students may take part. This will begin next semester, January, 1964.

The program will include two experimental groups in each of several schools. One experimental group will be in school all day with the choice of subjects being made in cooperation with the counselor in charge. Two periods of shop, home economics, or business will be included in each student's day with the idea in mind that this will help prepare the student for the world of work. The other experimental group will attend school in the morning only and in the afternoon will be on a job somewhere in the community with a teacher assigned to supervise this work experience. We hope that this experiment will tell us which of the two plans is the better approach in preparing students for their place in the adult community.

The school corporation, as a part of the research, will determine into which experimental group your child will be placed.

Based upon past records of school performance, it would appear that your child could benefit from participation in this program. Because we are concerned with your child's future, we would like to have your permission to include your child in the program next semester.

Please fill in the enclosed sheet and return in the envelope supplied.

Sincerely yours,

EXPERIMENTAL WORK-STUDY PROGRAM

AT

____

SCHOOL

STUDENT'S NAME:________________________________

I would like my (son, daughter) to take part in this experimental program _____.

I do not want my (son, daughter) to take part in this experimental program_____.

You may call _______________ _______________ if you wish further information about the program.

The school corporation, as a part of the research, will determine into which experimental group your child will be placed.

Please return this form properly signed immediately in the self-addressed, stamped envelope.

____

PARENT'S SIGNATURE

____

DATE

APPENDIX "C"

Employer-Parent Agreement

Form F
Revised '64-'65

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
Evansville, Indiana

EXPERIMENTAL WORK-STUDY PROGRAM

Employer-Parent Agreement

Because of the mutual benefits to the Employer and to the student and his parents, it is understood and agreed:

1. ____________________ (Employer) consents to employ ____________________ (Student) on a part-time basis for the purpose of training, under normal work conditions, in the occupation of ____________________. The student-learner is enrolled in a program of Cooperative Vocational Instruction under the title of The Experimental Work-Study Program, at ____________________ (School). Training period to begin ____________________.

2. The student, while in the process of training, will have the status of student-learner.

3. On-the-job instruction and supervision of the student-learner is assigned to ____________________, a competent adult. In-school related instruction will be organized and supervised by ____________________, teacher-coordinator. The school will provide the student-learner __________ hours of supplemental related instruction each week in a related study class restricted to Work-Study Trainees. This instruction will be correlated with the job experience and job needs of the student-learner in so far as possible.

4. The Evansville-Vanderburgh School Corporation will provide a coordinator who will serve as an adviser and will assist both the student-learner and the employer in accomplishing the purposes of this agreement. Any complaints from parents, student or employing agency should be made to the coordinator who will take the necessary steps to remedy the difficulty.

5. The student-learner will gain job experience from __________ to __________ each school day, and from __________ to __________ on Saturdays and from __________ to __________ on Sundays. The job instruction and related instruction units as listed on a separate sheet, shall constitute the learners' plan of training.

6. The student-learner will be paid a beginning wage of __________ per hour during a probationary period of __________ days. Thereafter, his wages will be subject to periodic review, and raises will be earned in keeping with employer policy and personal merit.

7. The employee shall be under Workmen's Compensation, and the parents or guardian and/or the student-learner shall obtain the necessary work permit. The parents or guardian shall also have in effect a student accident insurance policy, covering the student-learner. This policy may be the student accident coverage available to all students in the school corporation. In the case of a student being employed by a person or persons and working in a private residence, a Home Owners' Policy must be in effect.

8. The coordinator will visit the training station at regular intervals to observe the student-learner on the job, to discuss and evaluate his job progress with his employer and job trainer, and to find out what related instruction is needed at a particular time.

9. The training relation may be dissolved by any of the parties directly involved, but should be preceded by consultation with the coordinator and with ample notice to the other parties to this agreement.

10. No full time or regular employee will be displaced by the employment of a student-learner.

11. Student employment will be within the provisions of all State and Federal Child Labor Laws, and existing labor-management agreements.

12. The employer shall be responsible for the safety of the student-learner during the time the student-learner is upon the employer's premises and the student-learner, his parent or guardian shall be responsible for the safety of the student-learner during the time consumed in going to and coming from the employer's premises for the purpose of the employment. It is understood and agreed that no liability shall be attached to Evansville-Vanderburgh School Corporation, which acts only as coordinator and in an advisory capacity.

____________________ Firm Name	____________________ High School Principal
____________________ Firm Address	____________________ Parent or Guardian
____________________ Employer and/or Work Supervisor	____________________ Project Supervisor

APPENDIX "D"

Daily Log of Supervisory Visits

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

EXPERIMENTAL WORK-STUDY PROGRAM

DAILY LOG OF SUPERVISORY VISITS TO STUDENTS' TRAINING STATIONS

Work Call ____

Home Call H

School ____________

Coordinator ____________

Student Name Date																																			

APPENDIX "E"

High School Program of Studies

Beginning with Tenth Year, each student must be following a curriculum. Selection of a program in Ninth Year should fit the requirements of the curriculum lane.

parent interest and approval are important. Choices should be guided by developing life purposes and interests.

HIGH SCHOOL PROGRAM OF STUDIES

Ninth Year

Required Subjects

English I (Spelling, Reading and Literature)
English II (Spelling, Oral and Written Expression)
Foreign Language: (Required in Professional lane)
  French I-II   Latin I-II
  German I-II   Spanish I-II
Mathematics: (Select one on approval of department head)
  Arithmetic I-II
  General Mathematics I-II
  Algebra I-II (Required in Professional lane)

Social Studies - select one:
  Citizenship I-II
  World History I-II (Required in Professional lane)
Vocational Agriculture (Reitz only)
  Agriculture I-II
  (Required in the Vocational Agriculture lane)
Physical Education
Elective*

*In addition to required subjects, elect others for which qualified to complete a program of not less than five class hours of work.

Electives Subjects

ART -- Art I-II or Artcrafts I-II
BUSINESS -- Business I-II (Recommended for students planning to follow the Business Curriculum)
FOREIGN LANGUAGE -- French I-II, German I-II, Latin I-II, Spanish I-II
HOMEMAKING -- Clothing I-II, Foods I-II
INDUSTRIAL ARTS -- First Semester - Students will be assigned to Mechanical Drawing I, Print Reading, or another level one course depending on enrollment, as assigned by department head.
  Second and Third Semesters - Electricity I, Graphic Arts I, Mechanical Drawing I, Metal I, Power Mechanics I, Woods I, Enrollment is guided by recommendations of adviser and department head.
  Fourth Semester - The student will select a level one course or continue in a level two course.
MUSIC -- Prep. Band, Prep. Chorus, Prep. Orchestra, Concert Band, Concert Choir, Concert Orchestra, Glee Club.
  (Glee Club and Concert courses require approval of the music teacher concerned, and the assistant principal before enrollment)
SCIENCE -- Biology I-II (Open to capable students who meet the enrollment requirements as established by the science department.)

A major Ninth Year objective is to help students explore their interests, aptitudes, and abilities, and to strengthen the attitudes and skills needed to succeed in high school life. Adequate testing and effective use of test results, personal and group counseling, and early, needed program adjustments are very important at this level. Requirements of the "Professional" Curriculum are identified in Ninth Year for students already planning for college.

Each student is required to elect a curriculum program beginning with Tenth Year. It is most important, therefore, that careful consideration be given for this decision including study of vocational fields, consultation with parents, teachers, advisers, and the counselor. Capable students and their parents should consider the value of college training and the possibilities for financing a college education.

Preparation for college is best assured by adherence to the requirements of the Professional Curriculum. Any student following any other curriculum, and intending to go to college, should be certain of the special requirements for admittance to the particular college and its department of instruction. Study the "Entrance Guide to Colleges and Universities" and college catalogs, and consult with the homeroom adviser and counselor to be sure the right program is being followed. Since colleges are tending to increase standards for admittance, a record of earnest effort and achievement is a best assurance of college acceptance and success.

BASIC LANE

Students may be guided into this lane when their aptitudes, goals, and scores indicate this as the type of curriculum best suited to their needs. Counselling into and out of this lane should create a flexible curriculum for the student. Guiding scores from the Stanford Achievement Test, Advanced Battery, are--Reading - 5.4, Mathematics - 5.8*, Social Studies - 5.5. Any student whose program beyond the first year includes three or more basic lane credits will be included in a basic rank. The first position in the basic rank will follow the last position in the regular rank.

Ninth Year	Tenth Year	Eleventh Year	Twelfth Year
Reading I-II**	Reading III-IV or	English I-IVBB	English III-VIBB
Social Studies I-II	English I-II BB	American History	Am. Problems I-II
Arithmetic I-II	Science I-II	Related Work Study	Sr. Review Arithmetic
Practical Vocational Exp. (2 per.)	Health & Safety	Coop. Work Study	Related Work Study
or	Practical Vocational Exp. (2 per.)	(1/2 day)	Coop. Work Study
Practical Arts elective	or	Phys. Educ.	(1/2 day)
Phys. Education	Practical Arts elective		
	Physical Education		

NOTE
m.b.

*Math score may go to 8.0 where reading score is below 5.5
**Reading I-IV will count as an elective course. Not more than 1 credit in reading will count toward meeting English Graduation requirements. Students will transfer from reading at the end of the semester to English I BB when a reading score of 5.5 is reached.

OFFERING SCHEDULE FOR

ONE-SEMESTER COURSES

One semester elective courses will be offered according to this schedule to enable students to plan their high school program.

Semester I	Semester II
Advanced Comp. I	Advanced Comp. II
Biblical Literature (Even Year)	English Literature I
Word Power (Jr. & Sr.)	Advanced Speech
English Literature II (Odd Year)	Sr. Review English
International Relations	Psychology
Trigonometry	World Geography
Biology III	College Algebra
Chemistry III	Analytic Geometry
Business Principles	Physics III
Typing I	Science IV
Home Nursing) Only 2 will be Housing) offered in a Family Living) semester	Typing I
	Business Law
	Notehand
	Housing) Only two will Home Nursing) be offered in Family Living) a semester

Deviations from this schedule should have prior approval.

APPENDIX "F"

Training Plan

TRAINING PLAN

b Title________________ Student-Learner____________________________

Job Training	Approximate Total Hours	Hours By Marking Period						
		1	2	3	4	5	6	Summer
Totals								

Technical Instruction	Approximate Total Hours	Hours By Marking Period						
		1	2	3	4	5	6	Summer
Totals								

Units of General Related Instruction to be completed - Check when completed.

_ 1 ________________________________ ____
_ 2 ________________________________ ____
_ 3 ________________________________ ____
_ 4 ________________________________ ____
_ 5 ________________________________ ____
_ 6 ________________________________ ____
7 ________________________________
8 ________________________________
9 ________________________________
10 ________________________________
11 ________________________________
12 ________________________________

This training plan has been reviewed and approved by the Work-Study Advisory Committee.

Date______________ ________________________________
Chairman, Work-Study Advisory Committee

APPENDIX "G"

Job Description

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

EVANSVILLE, INDIANA

EXPERIMENTAL WORK-STUDY PROGRAM

JOB DESCRIPTION

Date ____________________

tudent Name ____________________ Age ________ School ____________________

oordinator ____________________ Job Title ____________________

ame of Firm ____________________ Firm Address ____________________

ind of Business or Industry ____________________

ours of work per day ____________ Current rate of pay ____________ per hour

Days of work per week..........................

1. Kind of stock or materials handled:

____________ ____________ ____________

____________ ____________ ____________

2. Tools, machines or equipment used:

____________ ____________ ____________

____________ ____________ ____________

3. Working Conditions:

Inside ________	Air Conditioned ________	Noise Level, High ________
Outside ________	Temp. no problem ________	Low ________
High Temp. ________	Odors ________	No Problem ________
Low Temp. ________	Lighting ________	Others ________

4. List probable job hazards: (Example: floors, slippery when wet, moving objects and parts, exposure to burns, etc.)

____________ ____________ ____________

____________ ____________ ____________

5. Physical demands:

Lifting ________	Pushing ________	Others (specify)
Pulling ________	Standing ________	________
Carrying ________	Sitting ________	________

6. General Comments:

____

APPENDIX "H"

Critical Incident Report

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

EXPERIMENTAL WORK-STUDY PROGRAM

Date________________

Incident No.__________

Critical Incident Report

Name of Student________________________ School________________________

Employer____________________________ Coordinator______________________

I. Nature of the incident:____

____

Place:____________________________ Time:__________________________

II. Factors involved in incident: (Select a letter corresponding to the factors below and indicate the nature of involvement.) (a) physical condition; (b) bodily coordination; (c) job procedures and instructions; (d) judgment and comprehension; (e) production; (f) dependability; (g) supervisory and organizational nature; (h) social relations with whole group; (i) responsibility; (j) personal attitude.

____

____

____

____

____

III. Persons involved in incident:____________________________________

____

IV. Comments:____

____

V. Action taken:____

____

Reported by:____
(Foreman/Employer/Coordinator)

APPENDIX "I"

Student-Learner Time and Wage Report

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
Evansville, Indiana

EXPERIMENTAL WORK-STUDY PROGRAM

Student-Learner Time and Wage Report

______________ School

______________ Coordinator

______________ Marking Period

__________ Semester Date __________

Student	Hours of On-The-Job Experience																																																								
	Week								Week								Week								Week								Week								Week								Week								Total Hours
	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		

APPENDIX "J"

Case Study Information Form

Form IA

Case No. ______

A COOPERATIVE JOB-TRAINING PROGRAM FOR RETARDED YOUTH
PURDUE UNIVERSITY-EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

CASE STUDY
(Work-Study Group)

I. Identification:

Name ______ Sex ______ Age ______

Address ______

Date of Birth ______ Place of Birth ______

Social Security No. ______ Telephone No. ______

Height ______ Weight ______ Race ______

In order that we might locate the student after he leaves high school, whom could we contact?

Name ______ Address ______ Phone ______

Name ______ Address ______ Phone ______

II. Description of Handicap:

	Minor 1	2	3	Major 4	5	Explanation
A. Retardation	___	___	___	___	___	______
B. Physical Handicaps (other than epilepsy):						
1. Speech	___	___	___	___	___	______
2. Hearing	___	___	___	___	___	______
3. Vision	___	___	___	___	___	______
4. Others (specify)						
______	___	___	___	___	___	______
______	___	___	___	___	___	______
______	___	___	___	___	___	______

C. **Epilepsy:** Yes ______ No ______

Under Medication? Yes ______ No ______

III. **Special Education:** (M-2) ______________ Years in Attendance ________________

IV. **Family:**

Name	Present Home Members (check)	Age	Relationship	Present Occupation	Education
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________
__________	__________	_____	__________	__________	______________

V. **Source of Family Income:** (check)

______ Welfare

______ Pension

______ Veteran's Administration

______ Aid to Dependent Children

______ Unemployment Compensation

VI. **Parents:**

A. Affiliation of Parents to Association on Mental Retardation:

Membership in N. A. R. C.? Yes ______ No ______

Membership in state and local associations for mentally retarded children? Yes ______ No ______

Membership in American Association on Mental Deficiency? Yes ______ No ______

B. Degree of interest in the child's problem (coordinator's view):

Overly interested _______________

Appropriate interest _______________

Neglectful _______________

C. Goals for the child:

Occupational: ____

____

Educational: ____

____

D. Family's attitude toward the Project:

Unfavorable 1	2	3	4	Favorable 5
____	____	____	____	____

E. Family's attitude toward the student and retardation:

Non-acceptance 1	2	3	4	Acceptance 5
____	____	____	____	____

F. Student's motivation for employment:

Low 1	2	3	4	High 5
____	____	____	____	____

G. Other observations:

____

____

____

VII. Attendance at Work:

	Takes Unauthorized Breaks					Tardiness					Absenteeism				
	Often			Seldom		Often			Seldom		Often			Seldom	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Job 1 ________															
Job 2 ________															
Job 3 ________															

____
Coordinator

____
Date Finished